

TESL-EJ Special Issue

Moving Forward With Reflective Practice in TESOL (to appear August 2025)

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Call For Papers: *Moving Forward With Reflective Practice in TESOL*

Reflective practice has been around the field of TESOL for some time now, with most educators in agreement that some form of reflection is desirable. However, there is still not much agreement of what reflective practice is or how it should be operationalized within the field of TESOL. The danger now is that because it has reached a status of near orthodoxy, it may have become a ritualized and mechanical method far different than its original re-emergence into the field of general education studies in the 1980s to ease increasing feelings of teacher burnout because of adherence to teacher assessment via endless mind-numbing checklists. However, it seems that the current reflective moment in many cases has also been reduced to encouraging teachers to ‘reflect’ via sets of prescriptive techniques and/or recipe-following checklists. Indeed, Zeichner and Liston’s (1996) seminal work suggested that a broader, more critical approach to reflective practice is required that moves beyond questions of our practice working or not. Other important questions have also arisen in the interim such as:

- How do language teacher educators operationalize reflective practice in their courses, and in whose tradition is this mirrored?
- When language teacher educators encourage their pre-service teachers to reflect, do they consider that their pre-service teachers’ personal histories, beliefs, theories and expectations may differ from their personal histories etc?
- When language teacher educators encourage their pre-service teachers to reflect, do they in fact ‘practice what they preach’ by engaging in their own systematic reflections?
- The critical perspective of reflection is seen as centered on a commitment to social justice and equality which can also be personally and professionally empowering for teachers. How has this aspect been incorporated into research on reflective practice in TESOL?

This Special Issue welcomes contributions of previously unpublished work that includes the above questions as well as any innovations in reflective practice research and applications that can be helpful for teachers, teacher-educators and researchers in TESOL. Proposals in the form of a 300-500 word abstract are due no later than **Oct 1, 2024** to Thomas S.C. Farrell (tfarrell@brocku.ca) by e-mail attachment in MS Word format. Successful proposals will describe original data driven research, either quantitative or qualitative, with a rationale for the research and with specific research questions posed and a clearly described design for data collection and analysis.

Timeline:

Oct 1, 2024: Deadline for abstract submissions

Nov 1, 2024: Announcement of accepted abstracts

Jan 31, 2025: Initial submission of the full manuscript

Mar 1, 2025: Return of manuscripts to authors with comments for final rewrite

Apr 1, 2025: Final version due

May. 1, 2025: Official notification of acceptance